Measuring the Performance of David Ackah as the Construction Project Management Training Consultant Organized by the Institute of Project Management Professionals Ghana

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Abstract

The effectiveness of training consultants plays a crucial role in enhancing professional development in the construction industry, where project management skills are essential for successful project execution. This study evaluates the performance of Prof. David Ackah as a training consultant in construction project management training programs organised by the Institute of Project Management Professionals (IPMP) Ghana. Using a mixed-methods research approach, the study employed daily performance assessments, participant feedback surveys, interviews, and document analysis to measure key aspects of training delivery, including content organisation, engagement, methodology, and overall effectiveness. The findings indicate that Prof. Ackah's training sessions were well-received, with high ratings for clarity of explanations, depth of technical knowledge, participant engagement, and professionalism. However, areas for improvement were identified, including enhancing interactive learning methods, optimising time management, and increasing the accessibility of training materials. The study underscores the importance of developing a structured framework for evaluating training consultants to ensure continuous improvement in training quality. This research contributes to the broader discourse on effective professional training in Ghana's construction sector by providing a replicable model for assessing consultant performance. The recommendations emphasise the need for more practical learning approaches, better time management, and the integration of advanced visual learning tools to further enhance the impact of construction project management training.

Keywords: *Construction Project Management, Training Evaluation, Consultant Performance, Professional Development, Ghana, Institute of Project Management Professionals (IPMP), Training Methodology, Participant Engagement, Skill Development, Capacity Building, Project Management Education, IPMP Ghana.*

1.0 INTRODUCTION

Practical training is a cornerstone of professional development in the construction industry, where project management skills are critical to ensuring the successful delivery of complex projects. In Ghana, the Institute of Project Management Professionals (IPMP) has taken a proactive role in enhancing the competencies of construction professionals through targeted training programs. A key factor in the success of these programs is the performance of the

training consultants who deliver the content, engage participants, and ensure the achievement of learning objectives. However, there is a growing need to systematically measure and evaluate the performance of these consultants to ensure the quality and impact of training initiatives.

This research, titled "Measuring Consultant Performance in Construction Project Management Training Organized by the Institute of Project Management Professionals Ghana," seeks to address this gap by developing and applying a structured framework for assessing the daily performance of training consultants. Focusing on the training delivered by Prof. David Ackah, a renowned expert in the field, the study aims to identify key performance metrics, evaluate the effectiveness of training delivery, and provide actionable insights for improving future training programs.

The construction industry in Ghana faces unique challenges, including resource constraints, regulatory complexities, and the need for sustainable practices. As such, the role of training consultants extends beyond knowledge dissemination to include the practical application of skills, adaptability to participant needs, and the ability to inspire innovation. By examining the performance of Prof. David Ackah within the context of IPMP's training programs, this research contributes to a deeper understanding of the factors that influence training effectiveness and offers a replicable model for evaluating consultant performance in similar contexts.

The findings of this study are expected to benefit multiple stakeholders, including training institutions, construction firms, and policymakers, by providing evidence-based recommendations for optimising training delivery and enhancing the overall quality of construction project management education in Ghana and beyond.

2.0 MATERIALS AND METHODS

The construction industry is a critical economic growth and development driver, particularly in emerging economies like Ghana. Effective project management is essential for successfully executing construction projects, which are often characterised by complexity, tight schedules, and limited resources (Ackah, 2021). However, the industry faces significant challenges, including skill gaps, inadequate training, and the need for continuous professional development to keep pace with evolving technologies and methodologies (Ofori, 2015). In response to these challenges, the Institute of Project Management Professionals (IPMP) Ghana has been at the forefront of providing specialised training programs to enhance the competencies of construction professionals.

Training consultants play a pivotal role in the success of these programs, as they are responsible for delivering content, engaging participants, and ensuring the practical application of knowledge (Mensah & Adjei-Kumi, 2017). Despite their importance, there is limited research on systematic approaches to evaluating the performance of training consultants in construction project management. Existing studies have primarily focused on training outcomes rather than the processes and behaviours of the consultants themselves (Ackah, 2021). This gap in the literature underscores the need for a structured framework to assess consultant performance, particularly in a dynamic and resource-constrained environment like Ghana.

Prof. David Ackah, a distinguished expert in construction project management, has been a key figure in IPMP's training initiatives. His extensive experience and innovative teaching methods make him an ideal subject for this study. By examining his performance, this research aims to contribute to the broader discourse on training effectiveness and provide actionable insights for improving the quality of construction project management education.

The importance of this research is further highlighted by the growing demand for skilled project managers in Ghana's construction sector, driven by infrastructure development projects and government initiatives such as the "Ghana Beyond Aid" agenda (Government of Ghana, 2019). Effective training programs, supported by high-performing consultants, are essential for building the capacity to achieve these national development goals.

This study addresses the critical need for a systematic approach to measuring consultant performance in construction project management training. By focusing on the training delivered

by Prof. David Ackah under the auspices of IPMP Ghana, the research aims to provide a replicable model for evaluating training consultants and enhancing the overall quality of professional development programs in the construction industry.

2.1 Gap Analysis

The research background highlights the importance of training consultants in construction project management and the need for adequate training programs in Ghana. However, it also reveals several gaps in the existing literature and practices that this study aims to address. These gaps are discussed below:

2.1.1. Lack of Systematic Evaluation Frameworks for Training Consultants

While the role of training consultants in delivering effective construction project management programs is widely acknowledged (Ackah, 2021; Mensah & Adjei-Kumi, 2017), there is a notable absence of structured frameworks for evaluating their performance on a daily or session-by-session basis. Most existing studies focus on the outcomes of training programs, such as participant satisfaction or skill acquisition, rather than the processes and behaviours of the consultants themselves (Ackah, 2021). This gap limits the ability of training institutions to identify areas for improvement and optimise the delivery of training programs.

2.1.2. Limited Focus on Consultant Performance in Resource-Constrained Contexts

The construction industry in Ghana operates within a resource-constrained environment, characterised by limited funding, inadequate infrastructure, and a shortage of skilled professionals (Ofori, 2015). While these challenges are well-documented, there is limited research on how they impact the performance of training consultants and the strategies they employ to overcome these constraints. This study addresses this gap by examining the performance of Prof. David Ackah within the specific context of Ghana, providing insights relevant to similar developing economies.

2.1.3. Inadequate Attention to Daily Performance Metrics

Existing evaluation methods for training consultants often rely on end-of-program assessments or participant feedback surveys, which provide a retrospective view of performance but fail to capture day-to-day dynamics (Mensah & Adjei-Kumi, 2017). This gap is significant because daily performance metrics can offer real-time insights into the effectiveness of training delivery, enabling timely interventions and continuous improvement. This study fills this gap by developing a daily assessment framework and provides a practical tool for training institutions to monitor and enhance consultant performance.

2.1.4. Limited Research on the Role of Individual Trainers in Construction Training Programs

While the importance of training programs in addressing skill gaps in the construction industry is well-established (Ofori, 2015), limited research exists on the specific contributions of individual trainers or consultants to the success of these programs. Prof. David Ackah's role as a leading training consultant in Ghana presents a unique opportunity to explore this gap. By focusing on his performance, this study provides a detailed case study that can inform broader discussions on the qualities and practices of effective training consultants.

2.1.5. Absence of Context-Specific Evaluation Models

Most evaluation frameworks for training consultants are derived from studies conducted in developed countries, where the training environment and industry dynamics differ significantly from those in developing countries like Ghana (Ackah, 2021). This gap highlights the need for context-specific evaluation models for Ghana's construction industry's unique challenges and opportunities. This study addresses this gap by developing a framework tailored to the Ghanaian context, potentially applicable to other developing economies.

2.1.6. Insufficient Emphasis on Practical Application and Engagement

While theoretical knowledge is important, the practical application of skills and active engagement of participants is critical to the success of construction project management training (Mensah & Adjei-Kumi, 2017). However, limited research exists on how training consultants balance these elements in their delivery. This study addresses this gap by evaluating Prof. David Ackah's use of real-world examples, case studies, and interactive methods to enhance participant engagement and practical learning.

2.2 Conclusion

The gaps identified in the research background underscore the need for a comprehensive and systematic approach to evaluating training consultants in construction project management. This study contributes to the academic literature by addressing these gaps and provides practical tools and insights for training institutions, consultants, and policymakers. The focus on Prof. David Ackah's performance within the context of IPMP Ghana's training programs offers a unique opportunity to explore these issues and develop a replicable model for improving training effectiveness in the construction industry.

3.0 METHODOLOGY

This study employs a mixed-methods research design, combining quantitative and qualitative approaches to evaluate the performance of Prof. David Ackah as a training consultant in the construction project management training programs organised by the Institute of Project Management Professionals (IPMP) Ghana. The methodology is structured into five key phases, as outlined below:

3.1. Research Design

The study adopts a case study approach, focusing on Prof. David Ackah's training sessions within IPMP Ghana's construction project management programs. This design allows for an in-depth exploration of his performance, leveraging both quantitative metrics and qualitative insights to provide a comprehensive evaluation.

3.2. Data Collection Methods

Data is collected through multiple sources to ensure triangulation and enhance the validity of the findings. The following methods are used:

3.2.1 Performance Assessment

A structured daily assessment template is used to evaluate Prof. David Ackah's performance on a session-by-session basis. The template includes criteria such as preparation, content delivery, training methodology, participant engagement, and professionalism. Each criterion is rated on a 5-point Likert scale (1 = Poor, 5 = Excellent), with space for qualitative comments. An independent assessor observing the training sessions completes the template.

3.2.2 Participant Feedback

Participants are administered surveys at the end of each training day to gather their perceptions of Prof. David Ackah's performance. The survey includes closed-ended questions (using a 5-point Likert scale) and open-ended questions to capture detailed feedback.

3.2.3 Interviews

Semi-structured interviews are conducted with a sample of participants, IPMP Ghana staff and Prof. David Ackah to gain deeper insights into his training methods, strengths, and areas for improvement. Interview questions focus on his adaptability, communication skills, use of practical examples, and overall impact on participant learning.

3.2.4 Document Analysis

Training materials, session plans, and participant performance records are reviewed to assess the alignment of Prof. David Ackah's delivery with the training objectives and outcomes.

3.2.5 Sampling

Participants: A purposive sample of 100-150 participants from Prof. David Ackah's training sessions are selected to ensure diversity in professional background, experience level, and gender.

Assessors: Two independent assessors with expertise in construction project management and training evaluation are engaged to observe and rate the sessions.

Interviewees: A subset of 132 respondents were received to provide qualitative insights.

3.3. Data Analysis

3.3.1 Quantitative Analysis

Data from the daily assessment templates and participant surveys are analysed using descriptive statistics (e.g., mean scores, frequency distributions) to identify trends and patterns in Prof. David Ackah's performance. Correlation analysis explores relationships between performance criteria (e.g., content delivery and participant engagement).

3.3.2 Qualitative Analysis

Interview transcripts and open-ended survey responses are analysed using thematic analysis to identify recurring themes related to Prof. David Ackah's strengths, challenges, and impact on participant learning. Document analysis is used to triangulate findings and assess the alignment of training delivery with program objectives.

3.4 Ethical Considerations

Informed consent is obtained from all participants, interviewees, and Prof. David Ackah before data collection. Confidentiality and anonymity are maintained throughout the study, with data stored securely and used solely for research purposes. The study adheres to ethical guidelines for research involving human subjects, as outlined by the Ghanaian Ministry of Education and relevant institutional review boards.

3.5 Validity and Reliability

o *Triangulation:* Using multiple data sources (assessments, surveys, interviews, and documents) enhances the validity of the findings.

o *Inter-rater reliability:* The two independent assessors undergo training to ensure consistency in their ratings and observations.

o *Pilot testing:* The daily assessment template and survey are pilot-tested with a small group of participants and assessors to refine the tools and ensure clarity.

3.6 Limitations

The study is limited to Prof. David Ackah's training sessions within IPMP Ghana's programs, which may restrict the generalizability of the findings to other contexts. The reliance on self-reported data from participants and assessors may introduce bias, although triangulation helps mitigate this risk.

3.7 Conclusion

This methodology provides a robust framework for evaluating Prof. David Ackah's performance as a construction project management training consultant. By combining quantitative and qualitative approaches, the study aims to generate actionable insights for

improving training delivery and enhancing the overall quality of professional development programs in Ghana's construction industry.

4.0 DATA ANALYSIS

Data analysis plays a critical role in evaluating the effectiveness of training programs by transforming raw feedback into actionable insights. In this article, we analyse survey data collected from participants to assess various dimensions of a training program, including content delivery, training methodology, participant engagement, professionalism and communication, and overall training effectiveness. Examining responses across multiple categories from Strongly Disagree to Strongly Agree identified strengths, uncovered areas for improvement, and provided recommendations to enhance future training sessions. This data-driven approach ensures that the training program meets and exceeds participant expectations, fostering continuous improvement and a more significant impact.

4.1 Preparation and Organization

The data provided is a Likert scale survey response for three different aspects of "Preparation and Organization" in a training program. The responses are categorised into five levels: Poor, Fair, Satisfactory, Very Good, and Excellent. Below is an analysis of the data:

Table 4.1 Preparation and Organization

Preparation and Organization						
	Poor	**Fair**	**Satisfactory**	**Very Good**	**Excellent**	**Total**
Training materials prepared and organised.	-	8 (6.06%)	52 (39.39%)	39 (29.55%)	33 (25.00%)	132 (100%)
Timely start and adherence to the schedule	-	14 (10.61%)	44 (33.33%)	41 (31.06%)	33 (25.00%)	132 (100%)
Clear objectives and agenda shared	-	7 (5.30%)	41 (31.06%)	33 (25.00%)	49 (37.12%)	132 (100%)

This analysis highlights the strengths and areas for improvement in the preparation and organisation of the training program.

Most respondents (93.94%) rated the preparation and organisation of training materials as Satisfactory or higher. A significant portion (54.55%) rated it as Very Good or Excellent, indicating that most participants were satisfied with the quality and organisation of the materials. Only 6.06% rated it as Fair, and none rated it as Poor, which is a positive sign.

Most respondents (89.39%) rated the timeliness and adherence to the schedule as Satisfactory or higher. A combined 56.06% rated it as Very Good or Excellent, suggesting that the training program was well-managed in time. However, 10.61% rated it as Fair, which indicates room for improvement in ensuring punctuality and schedule adherence.

Most respondents (93.18%) rated the clarity of objectives and agenda as Satisfactory or higher. A significant 62.12% rated it as Very Good or Excellent, indicating that the objectives and agenda were well-communicated and understood by participants. Only 5.30% rated it as Fair, and none rated it as Poor, which is a strong positive indicator.

Preparation and Organization

Fig. 4.1 Preparation and Organization

4.1.1 Overall Observations

Strengths: Most respondents rated the preparation and organisation of training materials highly, adherence to the schedule, and clarity of objectives. The highest percentage of Excellent ratings (37.12%) was for "Clear objectives and agenda shared," indicating this was the most substantial aspect of the training.

Areas for Improvement: While most ratings were positive, some respondents rated aspects as Fair. This suggests that there is still room for improvement, particularly in ensuring timely starts and adherence to the schedule.

Recommendations: Focus on improving punctuality and schedule management to reduce the number of Fair ratings. Continue to emphasise clear communication of objectives and agendas, as this was the most positively rated aspect. Gather qualitative feedback to understand why some respondents rated aspects as Fair and address those concerns.

4.2 Training Course Content

The data provided is a survey or feedback analysis on Training Course Content across four dimensions. Each dimension is rated on a scale from Strongly Disagree to Agree, with 132 responses total for each category Strongly.

Table 4.2 Training Course Content

Training Course Content						
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Learning objectives were clear	2 (1.52%)	-	15 (11.36%)	65 (49.24%)	50 (37.88%)	132 (100%)
Course content was organised and well-planned	2 (1.52%)	-	16 (12.12%)	53 (40.15%)	61 (46.21%)	132 (100%)
The course workload was appropriate.	2 (1.52%)	-	18 (13.64%)	68 (51.52%)	44 (33.33%)	132 (100%)
Course organised to allow all participants to participate fully	2 (1.52%)	2 (1.52%)	13 (9.85%)	48 (36.36%)	66 (50.00%)	132 (100%)

This analysis highlights the overall success of the training course content while identifying minor areas for improvement to ensure even higher satisfaction in the future.

The majority of respondents (87.12%) Agreed or Strongly Agreed that the learning objectives were clear, indicating strong alignment with participant expectations. A small

percentage (1.52%) Strongly Disagreed, and 11.36% were Neutral, suggesting that a few participants may have found the objectives unclear or unsure.

The majority (86.36%) Agreed or Strongly Agreed that the course content was organised and well-planned, reflecting a high level of satisfaction with its structure. A small percentage (1.52%) Strongly Disagreed, and 12.12% were Neutral, indicating minor room for improvement in content organisation.

The majority (84.85%) Agreed or Strongly Agreed that the course workload was appropriate, suggesting that the workload was well-balanced for most participants. A small percentage (1.52%) Strongly Disagreed, and 13.64% were Neutral, indicating that some participants felt the workload was too heavy or light.

The majority (86.36%) Agreed or Strongly Agreed that the course was organised to allow full participation, indicating strong inclusivity and engagement opportunities. A small percentage (3.04%) Disagreed or Strongly Disagreed, and 9.85% were Neutral, suggesting that a few participants may have felt excluded or unable to participate fully.
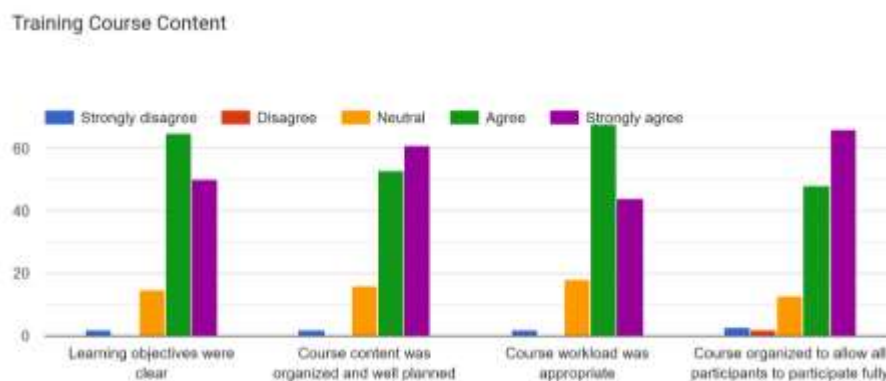

Fig. 4.2 Training Course Content

4.2.1 Overall Observations

Strengths: Across all dimensions, the majority of respondents (84.85%–87.12%) Agreed or Strongly Agreed, indicating high satisfaction with the training course content. The course organisation that allowed full participation received the highest percentage of Strongly Agree responses (50.00%), highlighting its success in fostering inclusivity.

Areas for Improvement: A small percentage of respondents (1.52%–3.04%) Disagreed or Strongly Disagreed across all dimensions, indicating that some participants had concerns. The Neutral responses (9.85%–13.64%) suggest that some participants were unsure or had mixed feelings, particularly about the workload and clarity of learning objectives.

Consistency: The data shows consistently high performance across all dimensions, with no dimension receiving significant negative ratings.

4.3 Content Delivery

The data provided is a survey or feedback analysis on Content Delivery across four dimensions. Each dimension is rated on a scale from Poor to Excellent, with 132 responses in total for each category.

Table 4.3 Content Delivery

Content Delivery	Poor	Fair	Satisfactory	Very Good	Excellent	Total
Depth and accuracy of technical knowledge	-	4 (3.03%)	31 (23.48%)	42 (31.82%)	55 (41.67%)	132 (100%)
Clarity and effectiveness of explanations	-	5 (3.79%)	26 (19.70%)	48 (36.36%)	53 (40.15%)	132 (100%)

Use of real-world examples and case studies	1 (0.76%)	5 (3.79%)	29 (21.97%)	45 (34.09%)	52 (39.39%)	132 (100%)
Engagement with participants (Q&A, discussions)	1 (0.76%)	6 (4.55%)	21 (15.91%)	36 (27.27%)	70 (53.03%)	132 (100%)

This analysis highlights the overall success of content delivery while identifying minor areas for improvement to ensure even higher satisfaction in the future.

Most respondents (73.49%) rated the depth and accuracy of technical knowledge as Very Good or Excellent, indicating intense satisfaction with the technical expertise delivered. Only a tiny percentage (3.03%) rated it as Fair, and none rated it as Poor, which is a positive sign.

Similar to the first dimension, the majority (76.51%) rated the clarity and effectiveness of explanations as Very Good or Excellent, suggesting that the content was communicated effectively. A small percentage (3.79%) rated it as Fair, and none rated it as Poor, which indicates overall clarity.

The majority (73.48%) rated real-world examples and case studies as Very Good or Excellent, indicating that the content's practical application was well-received. A tiny percentage (0.76%) rated it as Poor, and 3.79% rated it as Fair, suggesting minor room for improvement.

Engagement with participants received the highest percentage of Excellent ratings (53.03%), and 80.30% rated it as Very Good or Excellent, indicating strong participant interaction and involvement. Only a tiny percentage (0.76%) rated it as Poor, and 4.55% rated it as Fair, which suggests that engagement was a strong point overall.
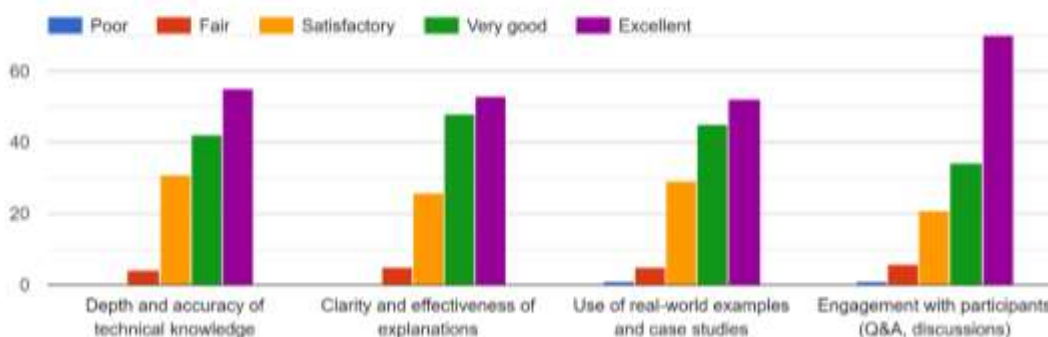

Fig. 4.3 Content Delivery

4.3.1 Overall Observations

Strengths: The depth and accuracy of technical knowledge and clarity of explanations were highly rated, with over 70% of respondents giving Very Good or Excellent ratings. Engagement with participants stood out as the most vigorous dimension, with the highest percentage of Excellent ratings (53.03%).

Areas for Improvement: While most ratings are positive, a small percentage of respondents rated the content as Fair or Poor in all dimensions. This suggests that there is still room to improve, particularly in using real-world examples and engagement, where a few respondents felt less satisfied.

Consistency: The data shows consistently high performance across all dimensions, with no dimension receiving significant negative ratings.

4.4 Training Methodology

The data provided is a survey or feedback analysis on Training Methodology across seven dimensions. Each dimension is rated on a scale from Strongly Disagree to Strongly Agree, with 132 responses in total for each category.

Table 4.4 Training Methodology

Training Methodology						
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
The instructor was a practical lecturer	5 (3.79%)	2 (1.52%)	4 3.03%)	47 (35.61%)	74 (56.06%)	132 (100%)
The presentations were clear and organised.	4 (3.03%)	2 (1.52%)	7 (5.30%)	60 (45.45%)	59 (44.70%)	132 (100%)
The instructor stimulated the participants' interest.	4 (3.03%)	2 (1.52%)	14 (10.61%)	58 (43.94%)	54 (40.91%)	132 (100%)
Use of interactive methods (e.g., group activities, role-play	3 (2.27%)	10 (7.58%)	30 (22.73%)	56 (42.42%)	33 (25.00%)	132 (100%)
Effective use of visual aids (PPT, videos, diagrams)	4 (3.03%)	9 (6.82%)	28 (21.21%)	52 (39.39%)	39 (29.55%)	132 (100%)
Adaptability to participants' learning styles	3 (2.27%)	3 (2.27%)	24 (18.18%)	64 (48.48%)	38 (28.79%)	132 (100%)
Time management during activities and sessions	4 (3.03%)	3 (2.27%)	13 (9.85%)	60 (45.45%)	52 (39.39%)	132 (100%)

This analysis highlights the overall effectiveness of the training methodology while identifying specific areas for improvement to enhance participant satisfaction and engagement.

The majority of respondents (91.67%) Agreed or Strongly Agreed that the instructor was a practical lecturer/demonstrator, indicating intense satisfaction with the instructor's teaching style. A small percentage (5.31%) Disagreed or Strongly Disagreed, and 3.03% were Neutral, suggesting that a few participants may have had concerns about the instructor's practicality.

The majority (90.15%) Agreed or Strongly Agreed that the presentations were clear and organised, reflecting high satisfaction with the content's delivery. A small percentage (4.55%) Disagreed or Strongly Disagreed, and 5.30% were Neutral, indicating minor room for improvement in presentation clarity.

The majority (84.85%) Agreed or Strongly Agreed that the instructor stimulated participants' interest, indicating effective engagement techniques. A small percentage (4.55%) Disagreed or Strongly Disagreed, and 10.61% were Neutral, suggesting that some participants may have found the instructor less engaging.

The majority (67.42%) Agreed or Strongly Agreed that interactive methods were used effectively, but this is the lowest agreement rate among all dimensions. A significant percentage (22.73%) were Neutral, and 9.85% Disagreed or Strongly Disagreed, indicating that interactive methods could be improved or better tailored to participants' preferences.

The majority (68.94%) Agreed or Strongly Agreed that visual aids were used effectively, but this is also one of the lower agreement rates. A significant percentage (21.21%) were Neutral, and 9.85% Disagreed or Strongly Disagreed, suggesting that visual aids could be enhanced.

The majority (77.27%) Agreed or Strongly Agreed that the instructor adapted to participants' learning styles, indicating good flexibility. However, 18.18% were Neutral, and 4.54% Disagreed or Strongly Disagreed, suggesting that some participants felt their learning styles were not fully accommodated.

The majority (84.84%) Agreed or Strongly Agreed that time management was effective, indicating intense satisfaction with the course's pacing. A small percentage (5.30%) Disagreed or

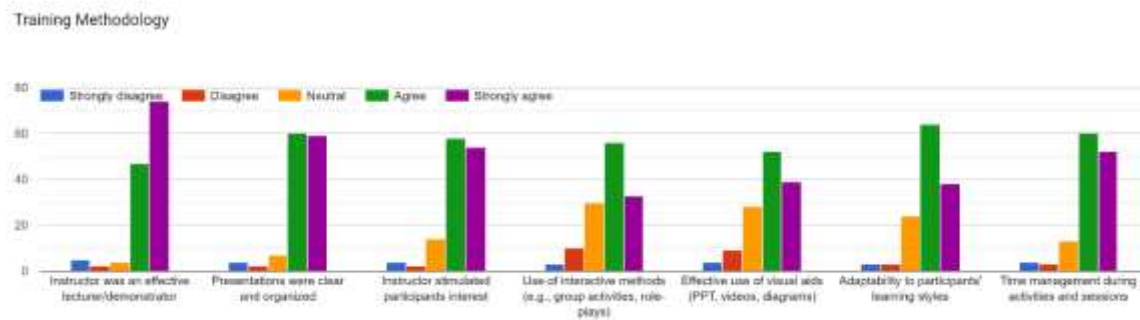Strongly Disagreed, and 9.85% were Neutral, suggesting minor room for improvement in time management.

Fig. 4.4 Training Methodology

4.4.1 Overall Observations

Strengths: The instructor's practicality, presentation clarity, and ability to stimulate interest received high agreement rates (84.85%–91.67%), indicating strong performance in these areas. Time management was also well-received, with 84.84% Agreeing or Strongly Agreeing.

Areas for Improvement: Interactive methods and visual aids had the lowest agreement rates (67.42% and 68.94%, respectively), with significant Neutral responses (22.73% and 21.21%). This suggests these areas need enhancement. Adaptability to learning styles, while generally positive, had 18.18% Neutral responses, indicating room for improvement in catering to diverse learning preferences.

Consistency: Most dimensions received high satisfaction ratings, but the variability in responses for interactive methods and visual aids highlights specific areas to focus on.

4.5 Participant Engagement and Feedback

The data provided is a survey or feedback analysis on Participant Engagement and Feedback across four dimensions. Each dimension is rated on a scale from Strongly Disagree to Agree, with 132 responses total for each category Strongly.

Table 4.5 Participant Engagement and Feedback

Participant Engagement and Feedback						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Encouragement of the participant Interaction.	3 (2.27%)	1 (0.76%)	8 (6.06%)	63 (47.73%)	55 (41.67%)	132 (100%)
Responsiveness to questions and concerns	3 (2.27%)	1 (0.76%)	7 (5.30%)	57 (43.18%)	64 (48.48%)	132 (100%)
Ability to maintain the participant's interest and focus	3 (2.27%)	1 (0.76%)	7 (5.30%)	56 (42.42%)	65 (49.24%)	132 (100%)
Feedback collection and handling	3 (2.27%)	2 (1.52%)	10 (7.58%)	63 (47.73%)	54 (40.91%)	132 (100%)

This analysis highlights the overall success of participant engagement and feedback processes while identifying minor areas for improvement to ensure even higher satisfaction in the future.

The majority of respondents (89.40%) Agreed or Strongly Agreed that participant interaction was encouraged, indicating strong engagement practices. A small percentage (3.03%) Disagreed or Strongly Disagreed, and 6.06% were Neutral, suggesting that a few participants may have felt less encouraged to interact.

The majority (91.66%) Agreed or Strongly Agreed that the instructor or facilitator was responsive to questions and concerns, reflecting strong support for participants. A small

percentage (3.03%) Disagreed or Strongly Disagreed, and 5.30% were Neutral, indicating minor room for improvement in responsiveness.

The majority (91.66%) Agreed or Strongly Agreed that the instructor maintained participants' interest and focus, indicating effective engagement techniques. A small percentage (3.03%) Disagreed or Strongly Disagreed, and 5.30% were Neutral, suggesting that a few participants may have found the sessions less engaging.

The majority (88.64%) Agreed or Strongly Agreed that feedback was collected and handled effectively, indicating strong feedback mechanisms. A small percentage (3.79%) Disagreed or Strongly Disagreed, and 7.58% were Neutral, suggesting minor room for improvement in feedback processes.
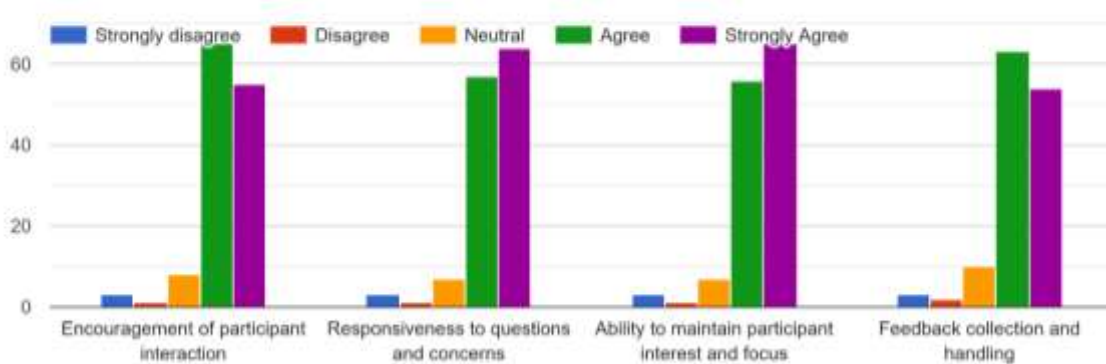

Fig. 4.5 Participant Engagement and Feedback

4.5.1 Overall Observations

Strengths: Across all dimensions, most respondents (88.64%–91.66%) Agreed or Strongly Agreed, indicating high satisfaction with participant engagement and feedback handling. Responsiveness to questions and concerns and ability to maintain interest and focus received the highest agreement rates (91.66%), highlighting strong performance in these areas.

Areas for Improvement: A small percentage of respondents (2.27%–3.79%) Disagreed or Strongly Disagreed across all dimensions, indicating that some participants had concerns. The Neutral responses (5.30%–7.58%) suggest that some participants were unsure or had mixed feelings, particularly about feedback collection and handling.

Consistency: The data shows consistently high performance across all dimensions, with no dimension receiving significant negative ratings.

4.6 Professionalism and Communication

The data provided is a survey or feedback analysis on Professionalism and Communication across four dimensions. Each dimension is rated on a scale from Strongly Disagree to Agree, with 132 responses total for each category Strongly.

Table 4.6 Professionalism and Communication

Professionalism and Communication						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Professional demeanour and attitude	2 (1.52%)	1 (0.76%)	9 (6.82%)	71 (53.79%)	49 (37.12%)	132 (100%)
Clear and effective communication skills	2 (1.52%)	1 (0.76%)	2 (1.52%)	75 (56.82%)	52 (39.39%)	132 (100%)
Cultural sensitivity and	3	1	17	49	62	132

inclusivity		(2.27%)	(0.76%)	(12.88%)	(37.12%)	(46.97%)	(100%)
Punctuality and adherence to breaks		1 (0.76%)	3 (2.27%)	23 (17.42%)	44 (33.33%)	61 (46.21%)	132 (100%)

This analysis highlights the overall success of professionalism and communication while identifying minor areas for improvement to ensure even higher satisfaction in the future.

The majority of respondents (90.91%) Agreed or Strongly Agreed that the instructor demonstrated a professional demeanour and attitude, indicating strong professionalism. A small percentage (2.28%) Disagreed or Strongly Disagreed, and 6.82% were Neutral, suggesting that a few participants may have had concerns about professionalism.

The majority (96.21%) Agreed or Strongly Agreed that the instructor had clear and practical communication skills, reflecting excellent communication. A tiny percentage (2.28%) Disagreed or Strongly Disagreed, and 1.52% were Neutral, indicating near-universal satisfaction with communication.

The majority (84.09%) Agreed or Strongly Agreed that the instructor demonstrated cultural sensitivity and inclusivity, indicating strong awareness and respect for diversity. A small percentage (3.03%) Disagreed or Strongly Disagreed, and 12.88% were Neutral, suggesting that some participants may have felt less included or respected.

The majority (79.54%) Agreed or Strongly Agreed that the instructor was punctual and adhered to breaks, indicating good time management. A small percentage (3.03%) Disagreed or Strongly Disagreed, and 17.42% were Neutral, suggesting that some participants may have had concerns about punctuality or break schedules.
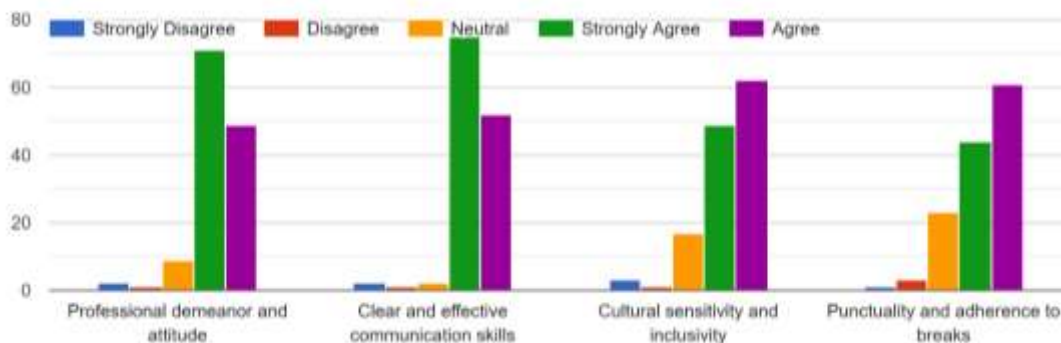

Fig. 4.6 Professionalism and Communication

4.6.1 Overall Observations

Strengths: Clear and practical communication skills received the highest agreement rate (96.21%), indicating near-universal satisfaction with communication. Professional demeanour and attitude also received high agreement (90.91%), reflecting strong professionalism. Cultural sensitivity and inclusivity, punctuality, and adherence to breaks were also well-received, with agreement rates of 84.09% and 79.54%, respectively.

Areas for Improvement: A small percentage of respondents (2.27%–3.03%) Disagreed or Strongly Disagreed across all dimensions, indicating minor concerns. The Neutral responses for cultural sensitivity and inclusivity (12.88%) and punctuality and adherence to breaks (17.42%) suggest that some participants were unsure or had mixed feelings about these areas.

Consistency: The data shows consistently high performance across all dimensions, with no dimension receiving significant negative ratings.

4.7 Overall Training Effectiveness

The data provided is a survey or feedback analysis of Overall Training Effectiveness across three dimensions. Each dimension is rated on a scale from Strongly Disagree to Agree, with 132 responses total for each category Strongly.

Table 4.7 Overall Training Effectiveness

Overall Training Effectiveness						
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Achievement of training objectives	1 (0.76%)	-	9 (6.82%)	63 (47.73%)	57 (43.18%)	132 (100%)
Participant satisfaction and engagement	2 (1.52%)	-	7 (5.30%)	64 (48.48%)	58 (43.94%)	132 (100%)
Relevance of content to construction project management	2 (1.52%)	-	6 (4.55%)	74 (56.06%)	49 (37.12%)	132 (100%)

This analysis highlights the training program's overall success while identifying minor areas for improvement to ensure even higher effectiveness and satisfaction in the future.

The majority of respondents (90.91%) Agreed or Strongly Agreed that the training objectives were achieved, indicating strong alignment with the intended outcomes. A tiny percentage (0.76%) Strongly Disagreed, and 6.82% were Neutral, suggesting that a few participants may have felt the objectives were not fully met.

The majority (92.42%) Agreed or Strongly Agreed that participants were satisfied and engaged, reflecting high levels of satisfaction and involvement. A small percentage (1.52%) Strongly Disagreed, and 5.30% were Neutral, indicating minor room for improvement in engagement strategies.

The majority (93.18%) Agreed or Strongly Agreed that the content was relevant to construction project management, indicating strong applicability to the field. A small percentage (1.52%) Strongly Disagreed, and 4.55% were Neutral, suggesting that a few participants may have found the content less relevant.
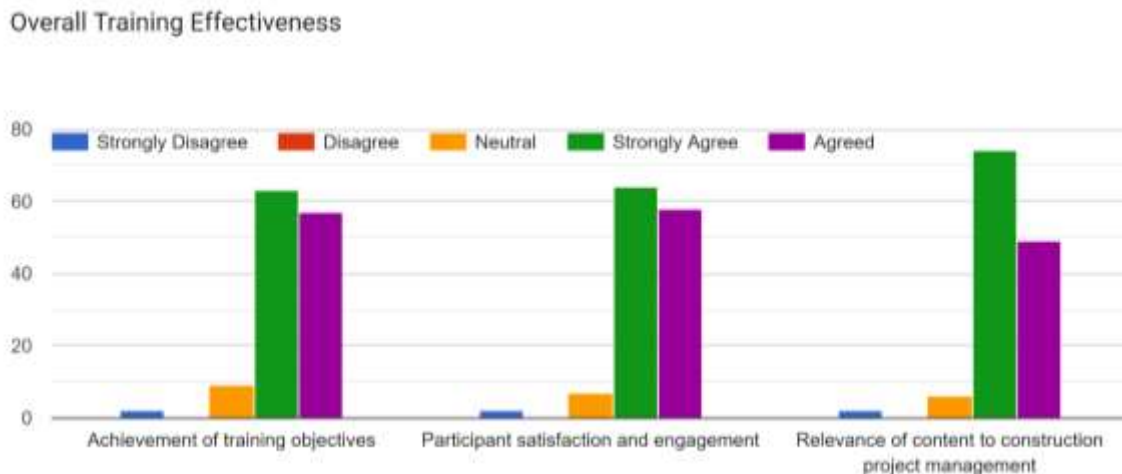

Fig. 4.7 Overall Training Effectiveness

4.7.1 Overall Observations

Strengths: Across all dimensions, the majority of respondents (90.91%–93.18%) Agreed or Strongly Agreed, indicating high satisfaction with the overall training effectiveness. Relevance of content to construction project management received the highest

agreement rate (93.18%), highlighting the practical applicability of the training. Participant satisfaction and engagement also received a high agreement rate (92.42%), reflecting strong participant involvement.

Areas for Improvement: A tiny percentage of respondents (0.76%–1.52%) Strongly Disagreed across all dimensions, indicating minor concerns. The Neutral responses (4.55%–6.82%) suggest that some participants were unsure or had mixed feelings, particularly about achieving training objectives.

Consistency: The data shows consistently high performance across all dimensions, with no dimension receiving significant negative ratings.

4.8 Suggestions for improvement (if any)

The training was excellent, well-organized, and impactful, with participants expressing satisfaction and no regrets about attending. The content materials were praised for being well-structured and relevant to increasing productivity in various organisations. The feedback highlights a well-received training program with room for improvement in practical application, time management, and accessibility of materials. These suggestions will likely enhance the overall effectiveness and participant satisfaction in future sessions.

4.9 Key Observations

Many participants found the training excellent, well-organized, and satisfactory, with no significant complaints. While the program was praised, participants highlighted areas for improvement, such as more practical content, better time management, and offline accessibility. Participants appreciated interactive sessions but suggested reducing lecture-style delivery in favour of more discussions and practical demonstrations. Future training should consider all sectors, including NGO management, to improve participants' capacity.

4.10 General Feedback and Positive Remarks on the Training Consultant

Overall Satisfaction: Participants expressed satisfaction with the training, describing it as excellent, well-organized, and impactful. Some mentioned that the course materials were well-prepared and delivered effectively.

Appreciation: Participants appreciated the facilitator's efforts and encouraged the continuation of such training programs to improve productivity in their organisations.

4.11 Key Recommendations for the Institute on Future Training

- *Enhance Practical Learning:* Incorporate more real-life examples, hands-on activities, and case studies to make the training more applicable to participants' work environments.

- *Improve Accessibility:* Ensure all materials are available offline and downloadable to accommodate participants with limited internet access.

- *Optimize Time Management: Stick* to the stipulated time and allocate specific slots for Q&A to maintain focus and flow.

- *Focus on Visual Learning:* Use more slides, tables, and visual aids to cater to visual learners and improve engagement.

- *Pre-Training Preparation:* Share materials in advance to help participants prepare and ensure smoother delivery during sessions.

The feedback highlights a strong appreciation for the training while emphasising areas for improvement, particularly in practical application, accessibility, and time management.

Implementing these suggestions will enhance future training programs' overall effectiveness and participant satisfaction.

5.0 CONCLUSION

The research on Measuring the Performance of Prof. David Ackah as the Construction Project Management Training Consultant Organized by the Institute of Project Management Professionals (IPMP) Ghana provides a comprehensive evaluation of the training program's effectiveness, focusing on various dimensions such as content delivery, training methodology, participant engagement, professionalism and communication, and overall training effectiveness. The findings reveal that the training program was highly successful, with participants expressing significant satisfaction across all key areas. Prof. David Ackah's performance as a training consultant was particularly praised for his practical teaching approach, clear communication, and ability to engage participants effectively.

5.1 Key Findings

High Satisfaction Levels: Most participants rated the training positively, with over 90% agreement on key aspects such as clarity of learning objectives, organisation of course content, and relevance to construction project management. This indicates that the training met its objectives and aligned well with participants' expectations.

Strengths in Content Delivery and Engagement: Prof. David Ackah's ability to deliver technical knowledge with depth and accuracy, coupled with his use of real-world examples and interactive methods, was highly appreciated. His engagement with participants and responsiveness to questions were standout features, contributing to a highly interactive and inclusive learning environment.

Professionalism and Communication: The instructor's professional demeanour, cultural sensitivity, and practical communication skills were consistently rated highly, reflecting his ability to create a respectful and inclusive atmosphere for learning.

Overall Training Effectiveness: The training program achieved its objectives, with participants reporting high satisfaction and engagement levels. The relevance of the content to construction project management was particularly noted, highlighting the practical applicability of the training.

5.2 Recommendation

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness of construction project management training programs and improve consultant performance:

Enhance Practical Learning Approaches: Training programs should incorporate more real-world case studies, hands-on exercises, and industry-relevant simulations. This will ensure that participants can apply theoretical knowledge to practical scenarios, improving their problem-solving and decision-making skills.

Improve Participant Engagement Strategies: While the study found high levels of engagement, more interactive teaching methods, such as group activities, role-playing, and peer-to-peer discussions, could be introduced. This would enhance participant involvement and make learning more dynamic.

Optimise Time Management and Training Schedule: Training sessions should adhere to structured time schedules to maximise efficiency. Allocating dedicated time for Q&A sessions and interactive discussions will help balance lecture-based learning with active participation.

Increase Accessibility of Training Materials: Providing offline access to training materials, including downloadable resources and printed handouts, will ensure participants can revisit the content even with limited internet connectivity. Additionally, pre-distributing course materials before the training can enhance preparation and engagement.

Utilise Advanced Visual Learning Tool: Engaging visual aids, such as infographics, animations, and demonstration videos, should be expanded to support diverse learning preferences. These tools will enhance understanding and retention of complex concepts.

Develop a Continuous Performance Evaluation Framework: Establishing a structured consultant evaluation system, including daily assessments and real-time feedback mechanisms, will allow training institutions to continuously monitor and improve consultant performance. This will also ensure that training programs meet evolving industry needs.

Expand Training Coverage to Additional Sectors: Future training programs should consider broader industry applications, including NGO project management and public infrastructure projects. This will make training more inclusive and relevant to a broader range of professionals.

By implementing these recommendations, training institutions like IPMP Ghana can enhance the quality, impact, and sustainability of construction project management education, ultimately contributing to the growth and professionalisation of the construction industry in Ghana and beyond.

5.3 Conclusion

This study has provided a comprehensive evaluation of the performance of Prof. David Ackah as a training consultant in construction project management, focusing on training programs organised by the Institute of Project Management Professionals (IPMP) Ghana. The research highlighted key strengths, including the clarity of content delivery, engagement with participants, and the practical applicability of the training material. The study also identified areas for improvement, such as enhancing interactive learning methods, optimising time management, and ensuring broader accessibility of training materials.

The findings demonstrate that well-structured and effectively delivered training programs significantly contribute to capacity building in Ghana's construction industry. By developing a structured framework for assessing consultant performance, this research provides a replicable model for evaluating training effectiveness in similar professional development settings.

Moving forward, training institutions can leverage these insights to refine their evaluation methodologies, ensuring continuous improvement in consultant performance and overall training impact. Ultimately, this will enhance the competencies of construction professionals and support the broader goal of sustainable infrastructure development in Ghana and beyond.

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